



King's College

DOHA

Gifted and Talented Policy

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Aims

At King's College Doha, we are committed to providing a secure and stimulating learning environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks.

We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfill their educational and social needs. Their specific talents and skills need to be nurtured by providing them with either the opportunities to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

We believe a strong able, gifted and talented programme is vital to support the ethos of King's College Doha as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

“A rising tide lifts all ships”

Vision and Philosophy

At King's College Doha, we recognise that giftedness and talent can take many forms and may emerge at different stages of a pupil's development. We believe it is our responsibility to identify, nurture and extend these abilities through high-quality teaching, opportunities for enrichment, and a culture that celebrates curiosity, creativity and excellence.

Our approach is guided by the 5Cs of the King's Tapestry; Confident, Creative, Committed, Caring, and Curious – which reflect our shared pursuit of academic excellence and wellbeing. These values underpin our aim to support pupils who demonstrate, or have the potential to demonstrate, exceptional aptitude or performance in one or more areas.

Gifted and talented pupils at King's College Doha are encouraged to think deeply, act with integrity and imagination, and engage meaningfully with the world around them. We aim to provide an environment where every child is inspired to fulfil their potential, lead with confidence, and contribute positively to our school and wider community.

Definitions

Gifted and talented learners are:

“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”

They can be identified in any year and amount to 7-10% of the school population. Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than Art and Design, Performing Arts and PE.

They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of the Gifted and Talented

At King’s College Doha, the identification of gifted and talented pupils is a shared responsibility across all departments. Each department applies subject-specific criteria that align with the 5Cs of the King’s Tapestry, ensuring that potential is recognised through a range of lenses; academic, creative, personal and leadership. Teachers use a balance of qualitative and quantitative evidence, supported by professional judgment, to ensure that identification is both fair and inclusive.

Gifted and talented learners are therefore identified not only by high achievement, but also by their capacity for deep thinking, creative problem-solving, curiosity and perseverance. Identification remains flexible, reviewed regularly to reflect pupils’ growth, maturity and evolving interests.

The identification of Gifted and Talented pupils is a collaborative process involving all teaching and support staff, parents, carers, and the pupils themselves. Identification begins as soon as children enter King’s College Doha and is reviewed regularly through ongoing assessment and observation.

Before identifying any pupil as gifted or talented, we ensure that all pupils have had equal opportunities to access learning and demonstrate potential in that area. This approach ensures fairness and inclusivity in the process.

A register of Gifted and Talented pupils is maintained by the Assistant Head for Teaching and Learning. As abilities and interests evolve over time, inclusion on the register is flexible and may change in response to new evidence or emerging needs.

Identification focuses on potential as well as attainment. Some pupils may underachieve due to factors such as confidence, motivation, peer pressure, learning needs, or social-emotional challenges. Staff are encouraged to look for hidden talents, recognising that ability can be masked by frustration, low self-esteem, or lack of challenge.

Both quantitative and qualitative information, including assessment data, teacher observations, and pupil work, are used to inform identification decisions.

Gifted and Talented pupils may:

- Be good all-rounders or high achievers in one area;
- Show high ability but low motivation or social confidence;
- Display strong verbal reasoning but weaker writing skills;
- Demonstrate high ability alongside short attention spans or learning differences; or
- Choose to conceal their talents.

Gifted younger pupils often demonstrate:

- Advanced problem-solving and reasoning skills;
- The ability to make original connections or observations;
- Quick thinking and intuitive understanding;
- Broad interests and extensive general knowledge;
- Curiosity and persistence in questioning;
- Strong memory and focus;
- Preference for interaction with older peers or adults;
- Independent learning habits; and
- Complex spoken language and conceptual thinking.

Provision for the Gifted and Talented

Provision for gifted and talented pupils at King's College Doha is planned and delivered through the lens of the 5Cs of the King's Tapestry: Confident, Creative, Committed, Caring and Curious. This ensures that opportunities for challenge and enrichment are embedded across all aspects of school life and reflect both academic excellence and wellbeing.

Departments are responsible for ensuring that provision within their subject areas includes appropriate levels of stretch, depth and independence. Lessons should encourage pupils to think critically, communicate effectively and collaborate purposefully. Provision may take place within the classroom, through co-curricular opportunities, or via specialist and external programmes that extend learning beyond the standard curriculum.

Each department is also responsible for identifying and developing subject-specific opportunities for gifted and talented pupils within their curriculum area. These may include targeted projects, competitions, research tasks, leadership roles or extension pathways that encourage pupils to apply their learning in new and challenging contexts. Departmental leads will review and update these opportunities annually in collaboration with the Head of Gifted and Talented.

At King's College Doha, the main focus is to improve provision for able pupils through high-quality day-to-day teaching and learning. We ensure that every child experiences appropriate levels of stretch, depth, and independence.

There are three main approaches to meeting the needs of gifted and talented pupils: **acceleration, enrichment, and extension.**

- **Acceleration** allows pupils to access learning typically intended for older year groups, either through cross-year collaboration or higher-level tasks within lessons.
- **Enrichment** broadens learning beyond the standard curriculum, giving pupils the opportunity to explore additional topics, projects, or disciplines that nurture curiosity and creativity.
- **Extension** deepens understanding by developing more sophisticated reasoning, problem-solving, and analytical skills.

These principles are embedded within all schemes of work and across every curriculum area.

Classroom Provision

Teachers have high expectations for all pupils and design lessons that are personalised, challenging, and responsive to different learning needs. Differentiation is built into planning and ensures pupils can access content at the appropriate depth and pace. Effective classroom practice for gifted and talented pupils includes:

- Clearly defined learning goals that promote higher-order thinking.
- Tasks differentiated by complexity, outcome, and process.
- Opportunities for independent inquiry and creative exploration.
- Flexible grouping strategies to maximise challenge and collaboration.
- Access to enrichment and extension activities that promote deeper learning.

School-Based and Out-of-School Opportunities

Gifted and talented pupils benefit from a wide range of opportunities designed to nurture both academic and personal growth.

School-Based Opportunities include:

- Recognition and celebration of pupil achievements.
- Specialist clubs and societies.
- Enrichment and specialist days.
- Leadership opportunities through councils and societies.
- Access to specialist teachers, intervention groups, and performance opportunities.
- Opportunities to develop musical, artistic, and sporting talents.

Out-of-School Opportunities include:

- Entry into local, national, and international competitions
- Links to training programmes, clubs, and external masterclasses to support diverse talents.

Process for Review and Development

Provision for gifted and talented pupils is reviewed regularly to ensure that it remains effective, inclusive, and aligned with the 5Cs of the King's Tapestry. The Head of Gifted and Talented works alongside departmental leads to monitor identification, classroom provision, and subject-specific enrichment. Each department reviews its provision and pupil list at least once per year, evaluating progress, participation, and the impact of interventions.

Feedback from pupils, parents, and staff informs ongoing improvements to the programme and helps ensure that opportunities promote confidence, curiosity, creativity, commitment, and care within the wider school community.

Roles and Responsibilities

Teachers, supported by the Head of Learning Support, are responsible for:

- Updating class information for pupils identified as gifted or talented.
- Liaising with parents and carers as appropriate.
- Monitoring provision and pupil progress.
- Identifying suitable mentors and providing necessary resources.
- Staying informed of best practice and sharing updates with colleagues.

The Scholars Programme: Celebrating excellence through opportunity

At King's College Doha, the Scholars' Programme sits within the broader Gifted and Talented framework but operates as a distinct pathway for pupils who wish to take their learning further.

All Scholars are part of the G&T cohort, but unlike subject-nominated G&T pupils, they apply and are selected through a formal process that recognises exceptional ability, dedication, and contribution to school life. Successful applicants may receive financial support as a reward for their excellence and as an encouragement to continue striving for high achievement.

Gifted and Talented pupils are identified by subject leaders based on academic performance, creativity, or aptitude in specific areas. While they do not receive financial assistance, they are provided with targeted enrichment opportunities designed to stretch and challenge them within and beyond the classroom.

This structure ensures that the Scholars' Programme remains aspirational while maintaining fairness and transparency-celebrating outstanding achievement, nurturing potential, and providing all high-achieving pupils with access to the right level of challenge and support.

Policy History

Date of adoption of this policy	September 2022
Date of last review of this policy	October 2025
Date for next review of this policy	September 2026
Policy owner (SLT)	Deputy Head (Academic)
Policy owner (Board)	Chair of the Board